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rect the popular view that a large amount of impairment in efficiency necessarily follows a prolonged period of work. It is worth remarking, however, that the loss in the case of children is undoubtedly greater than it is for adults, and, furthermore, that the feelings of weariness, which accompany work, though they may not cause a necessary decrease in efficiency for the time being, may have significance in other directions.

The author is critical of the analysis of the fluctuation in efficiency during a single work period, which has been made by Kraepelin and his students. He holds, on the basis of examination of the actual facts of the work period, that the fluctuations which are believed to exist do not actually exist and, further, that the analysis of the causes of these fluctuations after the fact is of little value in their explanation. The type of explanation which is desirable, he says, is one which will enable one to predict what the course of efficiency will be.

The work as a whole is a large contribution to the literature of the educational psychology. It brings together a large amount of data and the author has contributed much penetrating analysis of the facts and criticism of current views. Perhaps, also, the adoption of hypotheses which will not in some cases meet with general agreement may be equally valuable in stimulating thought on the matters which are dealt with.

F. N. FREEMAN

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The Facilities for Graduate Instruction in Modern Languages in the United States. By CHARLES H. HANDSCHIN, PH.D. (Miami University Publications.) Oxford, Ohio, 1914. Pp. 97.

For many years Professor Handschin has been working on the history of modern-language instruction in this country. The results of his investigation are embodied in his *The Teaching of Modern Languages in the United States* (United States Bureau of Education, Bulletin No. 3, 1913), which is now the standard reference work on the subject. Closely related to the methods of teaching is the matter of training teachers and opportunities for advanced work. The present volume, *Facilities for Graduate Instruction*, etc., has grown out of the preceding and is a part of the author's forthcoming larger work on the history of graduate instruction in modern languages in the United States.

The monograph consists of two parts: A "Who's Who" of the modern-language men, on the order of *American Men of Science* (pp. 9-81), and five statistical tables, exhibiting the relative strength of the institutions under consideration in regard to modern languages (pp. 82-97).

The "Who's Who" is the *pièce de résistance* of the monograph. It gives an alphabetical list of 250 persons, giving graduate instruction in 42 of the foremost institutions of learning, together with their highest academic degree and present rank, the titles of their graduate courses, and a bibliography of their published works. The bibliographies were, in nearly every instance,

obtained from the men themselves and are therefore reliable and up to date. In the case of books, title, place, date, and publisher are given, but for lack of space journal articles could be referred to only by name and volume of the periodical in which they appeared. Although a man's importance cannot be measured by the number of articles he writes, yet it is true that the standing of the journal that prints them usually tells considerable as to the value of an article. In each bibliography the chief line of research into which the articles fall has been indicated. Book reviews have not been enumerated for lack of space and because of their varying importance.

The statistical tables (compiled from the latest college catalogue, report of the United States Commissioner of Education, and from information obtained directly from the institutions) indicate: strong lines of work, number of graduate students and of instructors giving graduate courses, in each of the 42 institutions listed, size of libraries, number and average value of scholarships and fellowships, strong related departments (e.g., comparative philology and literature), and number of A.M.'s and Ph.D.'s (by years) granted during the quinquennium 1908-13.

The booklet will be welcomed by modern-language teachers as well as by the graduate student who wishes to pursue his studies intelligently. For, the strength of the specialist under whose direction a student wishes to study should determine the choice of institution rather than its general reputation or excellence in other lines of work.

WILLIAM F. LUEBKE

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How to Teach American History. By JOHN W. WAYLAND. New York: Macmillan, 1914. Pp. x+349. \$1.10.

This book is the record of the author's studies and experiences in connection with several years of actual instructing of teachers in the art of teaching history. To the books Professor Wayland has brought along with his studies and experiences his enthusiasm for the subject of history, as well as his knowledge and love for it. A combination of all these as they appear in the book makes it a valuable contribution to the cause of history teaching.

Out of his rich experience in teaching and training others to teach history, the writer brings fresh suggestions on many phases of the subject. He tells us how to make lesson plans, keep notebooks, use dates and sourcebooks, grade quiz and examination papers, make history questions, train pupils to study, and deal with biography and the history story. Besides these he also gives us some excellent mnemonic devices, and devices for review and recreation; tells us why pupils fail in history examinations and why they dislike history; explains the meaning of history, suggests the important aims, surveys the historical field, tells the place and time to begin, and discusses subjects relative to history. The program of history in the grades, in the American